

**2009-  
2010**

Xavier University

Office of Student  
Involvement

**[ADVISOR MANUAL]**

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## Advisor Roles and Responsibilities

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### **WHAT IS AN ADVISOR?**

At Xavier University, the advisor MUST be a full-time faculty or staff member. Advisors are to serve primarily as resources and consultants to student clubs and organizations and secondly as directors and planners of programs. In general, this means that advisors give students the room they need to succeed and also to fail. Of course, there are always appropriate times for advisors to assert themselves while working with student leaders on issues crucial to the institution (budget, hosting outside speakers, liability issues, travel, priority programs, etc.). The resulting benefits to the students are improved skills in accomplishing goals and working with others. The challenge for advisors is to balance the roles of director, teacher, and consultant. The role of the advisor is one that should be negotiated and understood by all involved.

### **FUNCTION OF AN ADVISOR:**

Advisors have four basic functions:

**Maintenance** – Advisors help keep the student group from failing or declining. They help the group adapt and provide continuity and persistence without essential change.

**Group Growth** – Advisors help the group grow by teaching the skills and responsibilities of good leadership and “followship,” such as problem-solving, decision-making, financial management, conflict resolution, and program planning.

**Participant Growth** – Advisors help the group’s members grow as individuals by teaching them skills for improving relationships and improving self. These skills include good communication, stress management, and risk taking.

**Program Content** – Advisors help shape program content by offering new perspectives and direction. They initiate new programming ideas, stimulate discussions, etc.

\*\*From handouts (source unknown), Graduate Resident Training, Georgian Area Residence Halls, Department of Housing, The University of Georgia, August 1991.

### **ROLES OF THE ADVISOR:**

Ideally, the advisor is the person that the club/organization looks to for guidance, support, and fresh ideas. Consequently, many student groups will expect an advisor to do a great deal of the work as well. It is important, however, that the advisor participates in an advisory capacity – that is, he/she does not do the tasks and legwork that should be done by members of the club/organization. Instead, the advisor should adopt the many roles outlined below:

Resource Person – The advisor knows what general services are available on campus and in the community and is able to access those services for the group.

Planner – The advisor should actively help club/organization members plan, promote, carry-out, and evaluate their programs.

Financial Counselor – The advisor is responsible for overseeing the budget, watching what the money is spent on and being the signer on the club’s monetary activities.

Supervisor – The advisor is willing to help the officers begin the year. He/she continues to offer this guidance and support throughout the year and serves as a positive role model for effective leadership.

Consultant – The advisor helps in setting up budgets, securing program approval, etc.

Sounding Board – The advisor is willing to listen to and address student concerns appropriately. When necessary, she/he directs students to the proper University officials for further discussion.

Liaison – The advisor provides a balance of professionalism between student groups and the University. The advisor will aid in the group's growth and development.

Developer – The advisor encourages and stimulates the development of leadership and interpersonal skills. She/he helps educate the club/organization on the importance of being accountable for one's own actions.

\*\*From Developing Leaders of Today...Not Followers of Tomorrow: A Residence Hall Council Manual, Clemson University.

### **WHAT AN ADVISOR SHOULD DO**

The relationship between an advisor and a student club/organization will vary not only with each student group but also from time to time within the group itself. Nevertheless, the general concerns of the advisor remain constant and encompass the following points:

- The advisor should recognize and support student participation in student groups because it contributes to the educational and personal development of students.
- The advisor should work with a student group but should not direct the group's programs or activities. Nonetheless, the advisor should be frank in offering suggestions, considerations, or ideas for the group's discussions.
- The advisor should stay well-informed about the plans and activities of the group. The expectation is that advisors will attend all meetings and activities of the group and will consult frequently with the officers.
- The advisor should be aware of the direction and goals of the group. She/he should also help the club/organization evaluate its progress toward reaching these goals and ideas for setting new goals.
- The advisor should provide continuity within the group and should be familiar with the group's history. The advisor should also be familiar enough with the group's constitution and by-laws to assist in their interpretation and implementation.
- The advisor should be knowledgeable about University policies and procedures and should ensure that the group complies with them.
- The advisor should be aware of the financial status of the organization and should insist on the keeping of accurate records.

- The advisor should monitor group functioning and encourage members to participate fully; to assume appropriate responsibility for group activities; and to maintain balance between academic activities and co-curricular commitments. The advisor should remind the club/organization to check their mailbox (located in the Student Government Office, Gallagher Student Center Room 210) frequently.
- The advisor should attempt to learn the names of all members quickly.
- The advisor should assist in training new officers and developing leadership skills in the membership.
- The advisor should be prepared to deal with major problems or emergencies with the group.
- The advisor should be aware that a member of the group may consult them regarding personal problems.
- The advisor should strive to develop relationships that are productive and mutually satisfying.

\*\*From Hall/Colony Council Advisor Starter Kit, Department of Housing, The University of Georgia.

### **CHARACTERISTICS OF A GOOD ADVISOR**

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regular scheduled time to adequately meet the advising needs of students.
4. Knows school policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
6. Recognizes the uniqueness of each student and accepts the individual student as a growing entity.
7. Views long-range planning as well as immediate problem solving as an essential part of effective advising.
8. Shares his/her advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his/her advising role.
10. Willingly and actively participates in and completes advisor-training programs, both initial and in-service, when available.

\*\*From Advisor Manual, Office of Student Activities and Leadership, University of Michigan

## Definition of Student Groups

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To understand the different types of student groups one must first understand the structure of the Student Government Association (SGA). SGA exists to continuously improve the University and develop all students (undergraduate and graduate, part-time and full-time, traditional and nontraditional alike) as responsible and involved members and leaders of society. It provides a forum for civic training and student participation in University governance and strives to preserve the rights and freedoms of all students.

SGA is comprised of three branches;

**SGA Executive** – Consisting of the Student Body President, Legislative Vice-President, and Administrative Vice-President, this branch serves as the head of SGA. These officers are elected as a ticket by the student body in the spring for a one-year term and are responsible for promoting communication among all branches of SGA and the Xavier community, including students, faculty and administration.

**Senate** – This 20-person board is elected at large by the student body to serve a one year term, with 16 students elected each spring, and four first-year and/or transfer students elected in the fall. The Senate works to address student issues, approves charters and funding for clubs and organizations, completes various initiatives and projects, among other duties. Meetings are held every Monday from 3:00 p.m. – 5:00 p.m. in Gallagher Student Center Room 214. These meetings are open to the entire campus community and students are welcome and encouraged to attend.

**Student Activities Council** – Made up of 30 students appointed to serve a one-year term, this board regularly plans movies, comedians, concerts, trips and other special events both on and off campus. Meetings are held every Wednesday from 3:00 p.m. - 5:00 p.m. in Gallagher Student Center Room 214. These meetings are open to the entire campus community and students are welcome and encouraged to attend.

There are a wide variety of student groups on campus. The charters and by-laws of these groups are accepted by the Senate, with final approval given by the Dean of Students. The different types of groups are as follows;

### Clubs

According to the SGA Constitution (Article VI Section 1) a club is “is a group of 10 or more current students who have joined together for a common social, educational, religious or cultural purpose... are operated for and by student members and officers, and plan and conduct their own activities within the guidelines set by the Senate and the University [and] shall be guaranteed their rights to exist and be recognized so long as they maintain an active membership, are sufficiently different from all other Clubs, are consistent with the goals and mission of the University as a Jesuit Catholic institution, and are of merit under the provisions of this Constitution.”

A complete list of students clubs can be found at <http://www.xavier.edu/student-involvement/campus-clubs/documents/1clublist2009-10a.xls>.

### **Subordinate Bodies**

The SGA Constitution states that a subordinate body “is a group of students that is either elected or appointed that serves an official student function but is not named in the Association Constitution. Subordinate bodies are primarily programming or advisory groups and may have a faculty or staff advisor chosen by them or appointed by the University. They are responsible to the Senate and the Association President for their areas of attention and are eligible to receive Association funding. They have only the authority that is specifically granted them by the Senate and the President when they are established” (Article VI Section 2).

There are currently five subordinate bodies. They are the Board of Elections, Club Sports Council, Commuter Council, Resident Student Association, and Senior Board.

### **Recognized Student Organizations**

The SGA Constitution defines a recognized student organization (Article VI Section 3) as “those student activities or groups whose functions are important to the student body and whom the Senate and the Association President should protect from undue University influence. Primarily, they are student publications and performing arts group [and] are not subject to control by the Association, but they are expected to cooperate with the Association.” Examples include Gospel Choir, the Newswire, and the various honor/academic organizations on campus.

### **Student Working Groups**

The SGA Constitution (Article VI Section 4) defines a student working group as “those organizations with student, and possibly non-student, members that exist to implement common goals or determine or enforce University policies. They are not subordinate groups within the Association, but may work in connection with Association bodies... As institutions they are not bound by Association decisions but may agree to them for their own purposes. The Association President is the primary official contact between them and the Association, but the Senate may determine Association policy regarding them.” Typically these groups are a working arm of an office or department and in most cases funding is provided through the office or department.

There are currently six student working groups. They are the Board of Ambassadors, Muskies Own Recruitment Effort (M.O.R.E.), Peer Leadership Team, Student Alumni Association, X-Action, and the Women’s Center Interns.

### **Club Sports**

As stated on the Office of Recreational Sports website, club sports are “designed to serve the interests of Xavier University students, faculty and staff through various sports and recreational activities. These interests may be competitive, recreational, and/or instructional in nature... [club sports] provide learning experiences for the members through their involvement in the organization, administration of club activities, and the development of athletic skills. The various clubs may differ in focus and programming since the members are active participants in the leadership and decision making processes of club activities.”

While acknowledged by SGA, all club sports teams are officially recognized and governed by the Club Sports Council. A complete list of all club sports teams can be found at <http://www.xavier.edu/recsports/clubsports/sports/sports.cfm>.

## **Club Recognition/Creation Process**

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In order to maintain “active” status, clubs are required to fully complete the SGA Club/Organization Re-Activation Packet on an annual basis. The Senate Club Relations Committee will announce when this packet is due (usually towards the end of the spring semester). The information in the packet should be reflective of the following academic year (example; the Club President that is listed should be the incoming president and not the current, out-going president). These packets are to be turned into the SGA Office, which is located on the second floor of the Gallagher Student Center, Room 210. All student clubs and recognized student organizations are required to submit this packet each and every year. All other student groups (subordinate bodies, student working groups, club sports) while not required, are encouraged to submit this packet as well. Clubs that do not turn in the Re-Activation Packet will remain on probation for a year. If a club fails to submit the packet for two straight years, that club will become inactive. When a club is either on probation or inactive, they will have all club privileges suspended until the Re-Activation Packet is submitted to the SGA Office. If a club fails to turn the packet in for three straight years, that club is considered defunct or dead and will no longer be recognized by SGA as a student club. The club must submit itself as a new club if it wishes to regain active status.

The SGA Club/Organization Re-Activation Packet consists of three separate forms. They are as follows;

### **CLUB/ORGANIZATION ACTIVATION FORM**

This form contains the basic information of the club beginning of course with the club name followed by the club mission/purpose. The next section is where the club identifies exactly what the focus of the group will be. The categories are; Academic, Service or Justice, Recreational, Honorary, Leadership, Special Interest, Cultural, Arts, Student Working Group, and Social Service Fraternity/Sorority. Space is then provided to share the club’s e-mail address, website address and club fund number.

Finally space is provided to list the officers and advisor of the club for the following academic year. Clubs must have a President and Treasurer on file. Clubs are permitted to have other officers as they see fit but there must be both a President and Treasurer listed. The same student can hold both these positions at one time. As for the advisor on file, the official club advisor must be a full-time employee of Xavier University.

The Club/Organization Activation Form can be located at <http://www.xavier.edu/student-involvement/applications/docs/Club-Activation-Form-09-10.pdf>.

### **CLUB/ORGANIZATION OFFICER & MEMBERSHIP ROSTER**

Clubs are required to have no less than ten members. This form is a basic list of all members, along with their university Banner ID numbers, that is used to verify both membership of the club and, if need be, the university status of members.

The Club/Organization Officer & Membership Roster can be located at <http://www.xavier.edu/student-involvement/applications/docs/Club-Officer-Membership-Roster-09-10.pdf>.

## **ADVISOR AGREEMENT FORM**

This form, which states that an "advisor to a Xavier University recognized student organization, must be a full-time employee of Xavier University with rank as a faculty member or administrator. Organizations may choose to have co-advisors and in such case an Advisor Agreement Form is required of both advisors. Clerical and/or support staff may serve in a co-advisor role, but cannot serve as the sole advisor to a student organization," must be completed and signed by both the club advisor and club president. This form lists a basic list of general expectations of the advisor, but also allows space to add any additional expectations and responsibilities for the advisor as agreed upon by the club as a whole and the advisor.

This form can be found on-line at <http://www.xavier.edu/student-involvement/applications/docs/Advisor-Agreement-Form-09-10.pdf>.

The Club/Organization Activation Packet can be found in its entirety at <http://www.xavier.edu/student-involvement/applications/docs/Club-Re-Activation-Packet.pdf>.

## **CHARTERS & BY-LAWS**

In addition to the annual Club/Organization Activation Packet, all student groups must have on file a Charter and set of By-Laws. The Charter and By-Laws are written to guide an organization in its operations and activities. These documents should be clearly worded, intentionally structured, and kept up-to-date to meet the needs of the student organization. While student groups are not required to update/change these documents on a regular basis, any updates/changes should be submitted to the SGA Office so they can be placed in the group's file.

A sample charter and by-laws can be located at <http://www.xavier.edu/student-involvement/applications/docs/Sample-Constitution-And-Bylaws.pdf>.

## **NEW CLUBS**

Students that wish to start a new club must first complete the Club/Organization Recognition Packet (almost identical to the Club/Organization Activation Packet). This packet, along with a copy of the Charter and By-Laws of the new club must be submitted to the Senate Club Relations Committee. The process to becoming an officially recognized club is as follows;

### **Club Relations Meeting**

Two members of the new club (usually the President and Vice President) must meet with the entire Senate Club Relations Committee. The committee chair will contact the club and schedule a meeting where the club members will explain to the committee the purpose and overall goals of the clubs, and answer any questions the committee may have. The committee will then meet privately and determine if the new club meets all criteria as determined by the SGA Constitution. If so, the committee will bring the club to the entire Senate.

### **Senate Endorsement**

The Senate Club Relations Chair will contact the club to inform them of the date that the committee will be taking the new club application to the Senate to seek endorsement. While not required, it is highly encouraged that at least two representatives of the club

appear and speak to the board during the Public Forum portion of the meeting. At this time the club representatives can share with the entire board similar, if not the same, information that was shared with the Club Relations Committee earlier, and questions can be taken from the entire board. Later, during the New Business portion of the meeting, a member of Club Relations will bring forward a motion to the entire board, asking Senate to approve the Charter and By-Laws of the new club. The board will then vote on the motion at the next week’s meeting. If approved, the club goes to the final stage of the process.

### **Final Approval**

Senate will bring its recommendation to the Dean of Students. The Dean of students gives final approval of all potential new clubs, and if granted, will send an official letter to the club president, club advisor, Club Relations Committee Chair, and Senate Advisor. Congratulations, you have just become the newest club on the Xavier campus.

### **NEW CLUB RECOGNITION FLOW CHART**

	<b>Key Steps</b>	<b>Details</b>
1.	<b>New club application created by Senate’s Club Relations Committee.</b>	SGA Resource Assistant revises as requested. Available on-line and in SGA office.
2.	<b>Student picks up <i>New Student Club Application/Organization Letter of Interest.</i></b>	Application includes: <ul style="list-style-type: none"> <li>- Coordinating student’s name, phone, advisor, purpose, signature of ten students</li> <li>- Steps to starting a club, applying for funding, privileges</li> <li>- Rubric on writing bylaws</li> <li>- Advisor signature form</li> <li>- Oath of office form</li> </ul>
3.	<b>Process is explained to student by SGA Resource Assistant or Club Relations Representative.</b>	Told to return to Club Relations with necessary signatures. Club Relations will call student to set up a meeting. If the application is fine it goes to senate as a motion in one week. Student should attend the senate meeting to answer questions. Then it is voted on a week later.
4.	<b>Completed forms returned to SGA Club Relations mailbox.</b>	Forms forwarded to Club Relations for review.
5.	<b>Club Relations meets with club members.</b>	Club Relations meet to ask club members questions about proposed club and to offer assistance.
6.	<b>New club application brought to senate meeting and a motion is made by a Club Relations member during “New Business.”</b>	Club representative attends the senate meeting and introduces him/herself during public forum and explains the focus of the club.
7.	<b>One week later, new club application comes up for vote under “new</b>	Senate debates and votes on motion. Majority vote to approve.

	<b>business.”</b>	Club Representative contacted.
<b>8.</b>	<b>Approved Club Application</b>	The original document is stamped “Ratified” and SGA Resource Assistant notes the date. The original copy is given to Club Relations to file, a copy is made by SGA Resource Assistant and attached to the motion and filed. SGA Resource Assistant forwards a copy to Dr. Luther Smith.
<b>9.</b>	<b>Welcome letter to club.</b>	A letter comes from Dr. Luther Smith to the club representative and advisor.  Copy given to SGA Resource Assistant to file in club folder.
<b>10.</b>	<b>Club Set Up</b>	SGA Resource Assistant creates a mailbox and adds them to the club list.  Club Relations creates an email address for the club.
<b>11.</b>	<b>Club Funding</b>	This begins another process. To date a new club has received \$350 their first year and the SGA Resource Assistant gets them a banner fund number.

## **Rights & Privileges of Student Groups**

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### **FUNDING**

All student groups are eligible, though not guaranteed, to receive funds from SGA. Each student group is assigned a university Fund number where all of the group's funds are transferred and managed from. As the advisor you are the final signatory on all financial documents for your group. As such you must complete and submit to the university's Budget Office a Signature Authorization Form. This form can be found at <http://www.xavier.edu/budget-office/operational-business-forms/sig-auth-form-dir.cfm>. Now that your group has its Fund number and you have completed the necessary paperwork, your group cannot now receive funds. There are four ways for groups to receive funding.

### **Budget**

At the end of the academic year all student clubs and recognized student organizations can request an operating budget for the following academic year. In order to receive a budget a representative from the requesting groups must attend a mandatory Budget Information Meeting (which is scheduled and announced by the SGA Financial Affairs Committee) and submit the required SGA Budget Forms, which can be found at <http://www.xavier.edu/student-involvement/forms-apps/documents/2009-2010partI-V.xls> (Parts 1 - 5) and <http://www.xavier.edu/student-involvement/forms-apps/documents/2009-2010PartVIofBudget.doc> (Part 6).

The annual budget for all subordinate bodies is included in the overall annual SGA budget. (Note: The funds allocated to the Club Sports Council are dispersed to the individual club sports teams as their annual budgets). Student working groups usually are not allotted an operating budget as they are often funded through the offices and departments they directly work with.

### **SGA Special Request**

Money is available from the SGA for organizations with special circumstances that require more funding than originally budgeted. Given that these reserve funds are limited, organizations must seek other means to raise funds outside the realms of the SGA. A request for additional funding from SGA's reserve account constitutes a special request. Student groups making such a request must submit a typed Special Request Funding Proposal (posted on the Student Involvement website or available in the SGA office) to the Financial Affairs Committee no sooner than two months, but at least three weeks prior to the event.

After submitting the form, groups must then sign-up to meet with the Financial Affairs Committee (schedule posted on the SGA Resource Assistant's desk) to explain the need for the additional funding and to answer any questions the committee may have. The Financial Affairs Committee can then choose to forward the request in full, forward the request in part, or deny the request altogether. If the committee chooses to forward the request on, final approval will then take place with either the Senate or Student Activities Council, depending on the nature of the request.

For complete information regarding Special Request, as well as the Special Request Funding Proposal Form, visit <http://www.xavier.edu/student-involvement/forms-apps/documents/SpecialRequest.doc>.

## **SGA Loan Program**

In addition to funding available via club budgets and the Special Requests Fund, SGA has set aside funds for loan consideration. Like the Special Request Fund, these funds are limited. The available loans are interest-free and available for SGA recognized groups.

For complete information regarding the SGA Loan Program visit the SGA Office in Student Gallagher Center Room 210 as this information is not yet available online.

## **Co-Curricular Program Funding Board**

The Co-Curricular Program Funding Board was created as a way for the university to provide additional funds to student groups for various events and programs. Only student groups are eligible to receive this funding. For complete information, including eligibility criteria, regarding these funds contact Lynda Simon at 745-3469 or visit the Office of Student Life & Leadership in Gallagher Student Center Room 302.

## **SPACE USE**

All student groups have the right to reserve university space (both outdoor and indoor) free of charge, although other charges may be assessed. The following is a list of reservable space and the contact person or area for each. Each space has its own reservation procedure so it is best to directly contact the person listed.

<u>Space</u>	<u>Contact Person</u>	<u>Contact Number</u>
Gallagher Student Center Conference Rooms Atrium Tables	Debbie Romanello	x3205
Gallagher Student Center Theater Studio Theater	Tracy Macmorine	x3576
O'Connor Sports Center	Leslie Dulle	x3209
Soccer Field	Jim Ray	x3044
Intramural Fields	Patty Williams	x2856
Class Room Space	Office of the Registrar	x3941
Kelley Auditorium	Office of the Registrar	x3941
Residence Hall Lounges/Greenspace	Individual Hall Director	
Cintas Center Arena	Mike Dunn	x3223
Cintas Center Conference Rooms Banquet Room	Geoff Beers	x3444
Residential Mall Greenspace	J.B. Bailey	x4888
Academic Mall Greenspace	J.B. Bailey	x4888

There are a limited number of other spaces that can be reserved for special occasions. Contact J.B. Bailey, Assistant Director of Student Involvement for more information regarding those areas.

## **FUNDRAISING**

All student groups have the right to raise money for their organizations through fundraisers both on and off campus. However all fundraisers must first be approved by the Office of Student Involvement. Clubs must complete a Fundraiser Permit Form and

turn it into the Office of Student Involvement, located in Gallagher Student Center Room 320 at least two weeks prior to the scheduled date of the fundraiser. Included on the fundraiser are tips for a successful fundraiser.

The Fundraiser Permit Form can be found at <http://www.xavier.edu/student-involvement/forms-apps/docs/fundraisingform.pdf>.

## **TRAVEL**

All student groups have the right to use their funding to travel and take trips that help to fulfill the mission and goals of the organization. However there are certain policies and procedures that must take place before a trip is considered an official Xavier University Trip.

First groups must complete and submit a Trip Approval/Travel Itinerary, which includes the basic information of the upcoming trip. This form can be found at <http://www.xavier.edu/student-involvement/forms-apps/docs/Trip-Approval-Travel-Itinerary-08-09.pdf>.

In addition to this form, student groups must complete a Trip Participant Form that lists all students that will attending the trip. This form is located at <http://www.xavier.edu/student-involvement/forms-apps/docs/Trip-Participants.pdf>.

Groups must make two copies of both of these forms, leaving one set with the Assistant Director of Student Involvement, located in Gallagher Student Center Room 201 to receive approval for the trip and one set with Campus Police just prior to leaving campus.

In addition to these two forms, there are various waivers that need to be filled out as well. Information regarding waivers, as well as the waivers themselves can be found on the Office of Risk Management website at <http://www.xavier.edu/insurance/waiver.cfm>.

Student groups should take the original copies of the Trip Approval/Travel Itinerary, Trip Participant Form, and all waivers with them on their trip.

The complete Travel Policy & Procedures can be found at <http://www.xavier.edu/student-involvement/forms-apps/docs/Travel-Policy-Procedures-08-09.pdf>.

It is important to note that these procedures are only for student groups recognized be SGA, with the exception of Club Sports. All Club sports teams must organize trips through the Office of Recreational Sports.

## **EVENTS**

All student groups are permitted to plan events and programs to further the goals of the group's mission. Event planning entails a great many details whether it is a small event (such as a movie night) or a larger event (such as a campus-wide concert). The Office of Student Involvement website has a number of resources that can be utilized by student groups to assist in this process. They include;

A Sample Timeline at <http://www.xavier.edu/student-involvement/leader-resources/documents/simple%20timeline.doc>

A Detailed Sample Timeline at <http://www.xavier.edu/student-involvement/leader-resources/documents/Detailed%20Timeline.xls>

An Event Planning Checklist at <http://www.xavier.edu/student-involvement/leader-resources/documents/Event%20Planning%20Checklist.doc>

An XU Event Planning Tip Sheet at <http://www.xavier.edu/student-involvement/leader-resources/documents/XU%20Event%20Planning%20Tips.pdf>.

Advisors and student groups are encouraged to look at these resources together.

### **PROMOTION OF EVENTS**

There are a number of different ways that student groups can promote and publicize their events. They are as follows;

**Posters & Flyers** – The most common and often used form of publicity, posters can be put up in most buildings on campus. As a general rule posters and flyers can only be placed on designated bulletin boards in each building. Groups wishing to hang posters and flyers in the Residence Halls must first get permission from the Office of Residence Life. For the Gallagher Student Center submit two copies of your poster or flyer to the Welcome Desk and building staff will put them up.

**Banners** – SGA provides banner paper and paints that student groups can use for free to place banners in the Gallagher Student Center and the Hoff Dining Hall. Groups are only permitted two banners per event. Banners for the Gallagher Student Center are to be submitted to the Welcome Desk and will be put up by building staff. Banners for the Dining Hall are responsible for putting up the banners themselves. The posting of banners are on a first-come/first-serve basis. Clubs can create their banners in the SGA Office in Gallagher Student Center Room 200. When creating your banner, please take note of the Banner Policy, which is displayed in the SGA Office.

**Chalking** – Per the Student Handbook “chalking a sidewalk as a means to communicate information about an upcoming Xavier sponsored/sanctioned program or event is permissible in designated areas of campus as outlined further in the guidelines.” For the complete policy regarding chalking on campus, refer to page 39 of the Student Handbook at

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>.

### **ANNOUNCEMENTS**

**Portal** – Student groups may use the university’s portal system to promote events. This should be submitted under the “Personal Announcements” section of the portal.

Complete information, including posting policy for the portal, can be located in that section of the university portal.

**University Calendar** – Student groups can also promote events on the university’s official online calendar. This calendar can be accessed through the university’s portal system.

**The Newswire** – All student groups can buy advertising space in the Newswire, the university’s campus newspaper. For complete information, including pricing contact the Newswire directly at <http://www.xavier.edu/newswire/pages/advertise.cfm>.

**Digital Signage** – Student groups are eligible to have their events and programs listed on the digital signs located within the Gallagher Student Center. For complete information and guidelines visit the Student Involvement website at <http://www.xavier.edu/student-involvement/forms-apps/documents/SGA-DigitalAdvertisingGuideFinal.pdf>.

## **Additional Resources, Policies and Procedures**

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### **CLUB E-MAIL ADDRESS**

All student groups are offered the opportunity to have their own private club e-mail address. After final approval the Senate Club Relations Committee, along with the SGA Resource Assistant will work with clubs in creating this address if so desired. It is suggested that all club officers as well as the club advisor have access to this e-mail account.

### **CLUB WEBSITE**

Student groups are also given the opportunity to have their own club website hosted on the university's web network. Groups that are interested in taking advantage of this option must contact the Office of Web Services directly at x3111.

### **CLUB MAILBOX**

Student clubs will all receive a club mailbox located in the SGA Office in the Gallagher Student Center Room 210. The Mail Location for this office is ML 2128. Mailboxes are normally organized in alphabetical order. Other students groups normally have mailboxes located elsewhere, but may request a mailbox in the SGA Office.

### **CLUB DAY ON THE MALL**

This annual event is hosted by SGA within the opening weeks of the academic year (taking place on the Residential Mall Greenspace) and is the largest opportunity for student groups to recruit new members. Student groups that submit a Club/Organization Activation Packet are automatically given a table at this event. Other recognized student groups that are not required to turn in a packet may have a table, but most request one. This request is to be made to the Senate Club Relations Committee. Information for Club Day on the Mall is normally available at the beginning to the school year.

### **CLUB DAY ON THE CONCOURSE**

This annual event is hosted by SGA and take place during the spring semester, taking place in the Cintas Center Arena Concourse. Student groups interested in participating in this event must submit a request to the Senate Club Relations Committee. As space is limited for this event, tables are assigned on a first-come/first-serve basis.

### **OFFICE OF STUDENT INVOLVEMENT WEBSITE**

This website has numerous resources that can be utilized by student groups and their advisors. They include;

**Tips for Officers Transitions** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Tips%20for%20Officer%20Transition.pdf>

**Tips for Office Notebooks** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Officer%20Notebooks.pdf>

**How to Manage a Meeting Effectively** at <http://www.xavier.edu/student-involvement/leader-resources/documents/How-To-Manage-A-Meeting-Effectively.pdf>

**Sample Meeting Minutes** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Sample-Meeting-Minutes.pdf>

A list of **Advance Leadership Opportunities** for students wishing to increase their involvement on campus at <http://www.xavier.edu/student-involvement/leader-resources/documents/1AdvancedLeadershipOps2009.pdf>

**Tips to creating Organization Goals** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Organization%20Goals.pdf>

There are two example budget plans to assist student groups when planning events. They are the **Sample Event Budget Plan** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Simple%20budget.doc> and the **Sample Detailed Budget** at <http://www.xavier.edu/student-involvement/leader-resources/documents/Sample-Detailed-Budget.xls>.

### **MID YEAR/END YEAR REPORTS**

Although not required, all student groups are encouraged to complete a Mid and End Year Report to the Office of Student Involvement. Groups are also encouraged to keep copies of these reports in order to maintain a detailed history of club events, programs, fundraising and progress through the years. A template for these reports can be found at <http://www.xavier.edu/student-involvement/leader-resources/documents/2GENOrgMidYearReportTemplate.doc> (Word version) or <http://www.xavier.edu/student-involvement/leader-resources/documents/2GENOrgMidYearReportTemplate.pdf> (PDF version).

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## Advising Tips

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### **HOW TO ADVISE**

The following is a step-by-step guide to advising. It is important to remember that every group is different and consequently requires a somewhat different approach. Nonetheless, the general information outlined below can serve as a solid starting point.

#### **The Beginning of the Advisor Relationship:**

- Let the students discuss what they feel the advisor's role in the organization should be.
- State your definition of the advisor's role including the institutional pressures that affect it.
- Facilitate an open discussion and ideally reach a consensus decision concerning whether the roles decided upon should occur.
- Follow this agreed-upon role. If changes need to occur, the advisor and the group will have to negotiate the role.
- Be active in providing information and counsel. Assist the group when it gets bogged down.
- Help students become aware of alternatives.
- State often that students are free to make their own decisions. The advisor should only veto in cases of university policy violation.
- Realize that you have the power of persuasion and use it judiciously.
- Have faith that students do make good decisions.
- Remember that students have the right to make mistakes. If growth is to occur, an environment in which it is safe to fail must be provided.

\*\*From Club Advisor's Manual, Department of Student Development and Activities, Florida Atlantic University.

#### **Establishing Officer Responsibilities:**

Once the role and expectations of the advisor have been determined, the advisor should discuss his/her expectations of the organization's officers. The following is a list of officer responsibilities that should be addressed. As an advisor, remind students (especially officers) that even though the club /organization is important, their top priority is their academics.

- Update the advisor regularly about club/organization activities and functioning.
- Inform the advisor of all contact with outside groups.
- Seek the advisor's opinion on matters of University policy.
- Inform the advisor of any problems that arise.
- Discuss with the advisor any concerns about his/her performance (as the advisor).
- Recognize the personal time and energy that the advisor puts into the organization.
- Keep office space, financial records, and meeting minutes neat and orderly.
- Inform the advisor of all meetings.
- Give copies of all correspondence to the advisor.
- Consult the advisor for approval on activities and events sponsored by the organization.

\*\*From Club Advisor's Manual, Department of Student Development and Activities, Florida Atlantic University.

### **Developing a Good Advisor/President Relationship:**

While it is important for the advisor to establish a good relationship with all members of the club/organization, it is crucial that the advisor culminate a positive working relationship with the president. The advisor will work most closely with the president and will largely hold the president accountable for the activities of the group. Essential elements of a good advisor/president relationship are outlined below.

- Have a clear understanding of each other's role in the organization. A good practice if for both the advisor and the president should clarify in writing what his/her role is.
- Develop a set of clear expectations. Again, both the advisor and the president should be in writing what each one expects and wants. In this way, any misconceptions can be resolved from the start.
- Foster a realistic relationship. Friendship should not be an expectation. If it happens, it should occur naturally.
- Encourage the president to set specific goals. The president often has the least defined role within an club/organization. Consequently, it is essential that she/he set concrete, achievable goals. The advisor should be supportive of them.
- Have a sense of humor. The ability to laugh at oneself and to see the humor in situations can make the task at hand a lot more fun; humor should not, however, be demeaning or negative.
- Practice open and honest communication. When the advisor and president have differing viewpoints, open and honest communication is essential. It will facilitate the establishment of a trusting relationship and will help alleviate problems with hidden agendas.
- Support each other. The advisor and the president should provide one another with positive feedback for things well done.
- Respect each other. As in all institutional relationships, it is important to respect both the person and his/her position even if you do not agree.

Remind the president of Xavier University policies and procedures.

*\*\*From Developing Leaders of Today...Not Followers of Tomorrow: A Residence Hall Council Manual, Clemson University*

### **Goal Setting**

The process of setting goals and objectives is essential for a club/organization. Through this process groups are able to maintain consistency with their purpose and to focus their efforts in areas of priority. To facilitate the establishment of clear goals and objectives, the advisor should do the following:

- Early in the year, ask the group: What is our purpose? What do we hope to accomplish? The advisor may need to give some options and ideas to students who have never been on a college campus before and are unfamiliar with what can be done.
- Use consensus to develop group goals and norms. It is essential that all officers are committed to group norms.
- Encourage the group to evaluate periodically its progress in relation to group goals.
- Keep a written record of goals and objectives.

*\*\*From Club Advisor's Manual, Department of Student Development and Activities, Florida Atlantic University.*

## **Providing Feedback**

One of the most important functions of the advisor is to provide feedback to the club/organization's officers and membership. "Feedback" is communication to a person (or group) which gives that person information about how she/he affects others. Feedback helps an individual keep his/her behavior in check and thus better achieve his/her goals. Some criteria for useful feedback is:

- It is descriptive rather than evaluative. By reducing evaluative language, it reduces the tendency for the person to respond defensively.
- It is specific rather than general. Telling someone that she/he is "dominating" is not nearly as useful as telling someone that "just now, when we were deciding on the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."
- It takes into account the needs of both the receiver and the giver of feedback.

Feedback can be destructive when it serves only our needs and fails to consider the needs of the other person on the receiving end.

- It is directed toward behavior that the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which she/he has no control.
- It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing him/her can answer.
- It is well timed. In general, feedback is most useful at the earliest opportunity after a given behavior has occurred (provided of course, that the person is ready to hear it; the necessary support is available from others, etc.).
- It is checked to ensure clear communication. One way of doing this is to have the receiver rephrase the feedback she/he has received to see if it corresponds to what the sender had in mind.
- When feedback is given in the group, both giver and receiver have the opportunity to check the accuracy with others in the group. Is this one person's impression or an impression shared by all?

\*\*From Club Advisor's Manual, Department of Student Development and Activities, Florida Atlantic University.

## **Helpful Hints**

The following is a list of helpful hints for both new and experienced advisors:

- Express sincere enthusiasm and interest in the club/organization and its activities.
- Be open to criticism by the club/organization. Work with them to evaluate your role, and be willing to be strong.
- Allow the group to be on its own when necessary; show trust in their decision making.
- Act as a positive critic to the club/organization; give constructive feedback.
- Sometimes make suggestions through individual group members rather than directly to the group.
- Know all procedures and policies affecting the group. Assist the group in following them.
- Encourage the group to develop good files and procedures for passing information onto others.
- Try to see that all members are included in task delegation, which keeps members motivated.
- Share problems and concerns with other advisors in order to get advice.

- Reward group members for small tasks, and the larger ones will get done with fervor.
- Contact the Office of Student Involvement with concerns or questions.

\*\*From Hall/Colony Council Advisor Starter Kit, Department of Housing, The University of Georgia.

### **IDENTIFYING GROUP DYNAMICS**

Listed below are several things that an adviser should assess to determine the developmental level of the group:

#### **Differences in Amount of Verbal Participation:**

- Who participates a lot? Very little?
- Do participation levels switch? If so, why?
- How are silent people treated? It is interpreted as consent, disagreement, distrust, fear, etc...?
- Who talks to whom?
- Is there rivalry causing a struggle for leadership?

#### **Styles of Influence:**

##### 1. Autocratic

- Pushes to get support for ideas
- Evaluates and passes judgment of other's ideas
- Blocks action when their desired results are not happening

##### 2. Peacemaker

- Eagerly supports other group members' decisions
- Consistently tries to avoid conflict
- Gives other group members power
- Only gives positive feedback

##### 3. Laissez Faire

- Gains attention by lack of involvement
- Goes along with decisions without committing one way or the other
- Does not initiate activity
- Participates only in response to other members questions

##### 4. Democratic

- Tries to include everyone in a group decision or discussion
- Expresses feelings openly without judging others
- Appears to be open to feedback and criticism from others
- Attempts to deal with conflict in a problem solving way

#### **Decision-Making Procedures:**

1. Are self-authorized decisions made and carried out without input from members?
2. Do people stick to the topic at hand or jump around?
3. Are people supportive of each other's decisions and suggestions?
4. Are decisions pushed over the other members' objections?
5. Are attempts made to reach consensus?
6. Do some contributions receive no response? Are they always from the same person?

**Task Function:**

1. Are suggestions made for the best way to accomplish a task?
2. Are there summarizers who gauge what has gone on?
3. Does anyone give or ask for facts, opinions, ideas, feelings, feedback, or search for alternatives?
4. Who keeps the group focused?

**Maintenance Functions:**

1. Who helps others into discussions? Who cuts others off?
2. Can the members get their ideas across? Do others help to clarify?
3. How are ideas rejected? How do givers of rejected ideas react?

**Group Atmosphere:**

1. Do some people prefer a friendly atmosphere and others a conflictive one?
2. Who suppresses conflict? Who provokes it?
3. Are people involved and interested?

**Membership:**

1. Do agreement/disagreement groups form? Are there some who always agree or disagree with certain others?
2. Is there an “in” crowd and an “out” crowd within the group?

**Feelings:**

1. What signs of feelings do you observe?
2. Are negative feelings blocked?
3. Are people encouraged to discuss their feelings?
4. Are certain topics avoided in group discussions?
5. Are only positive feelings expressed?
6. What happens when members disagree?
7. Do people ask about each other’s feelings?
8. Are only superficial feelings discussed?

Some of these factors will become more readily apparent than others. It would be beneficial to take note (mentally or otherwise) of the kinds of actions and/or reactions that are taking place in the club/organization.

\*\*From Club Advisor’s Manual, Department of Student Development and Activities, Florida Atlantic University.

**THE GROUP’S OVERALL MATURITY**

After an assessment of the club/organization’s dynamics has been made, the adviser can set out to develop the continued training that is needed to help the organization function effectively.

Something to take note of, however, is that while each student group is going to be different in the dynamics created by individuals, there will be certain phases through which all groups will progress.

### **Phase 1**

Early stages involve orientation to the group. The members will be making acquaintances and finding out what the group is all about. There will be a high dependence on the leaders and the advisor.

### **Phase 2**

This is a time of conflict. There will be struggles for power, criticism of others, and frustrations will be vented on the group. This may cause tension. The leaders and the advisor may be challenged often. During this phase it is important to help the members move from conflict toward a renewed commitment to the group.

### **Phase 3**

This involves the resolution of Phase 2. A renewed commitment to the group will be formed and cohesiveness develops. New standards will be established and the group will work together to get organized. Team spirit and group identity are generally high at this time. This is when large tasks are accomplished.

### **Phase 4**

This is the interdependence phase. A high level of maturity will be achieved among the members. The members of the club/organization realize the importance of accomplishing tasks as a team. Group energy is channeled toward task completion. This is often hard to reach with student groups that have high turnover every year. The more returning members to the group, the closer a group will come to this phase.

\*\*From Club Advisor's Manual, Department of Student Development and Activities, Florida Atlantic University.

## **SOME COMMON PROBLEMS FOR ADVISORS**

Club/organization advisors share many common frustrations. The below list is nonexhaustive; however, it does review the most likely concerns and their possible causes. Each advisor should keep a list of problems which surface during the year and make notes about their causes and solutions. This information will be invaluable for future advisors and may be shared with other advisors on campus.

### **Attendance:**

Situation – Attendance at organization meetings and activities is slacking off.

Response 1 – *Why are student's coming?* Do they know in advance about the meeting? Are they reminded of its date, time, location, and agenda? Are they reminded the day of the meeting as well?

Response 2 – *Do students feel needed?* Sometimes people do not attend activities at which they feel their presence is unnecessary or their input is not appreciated. Try to draw quiet people out at meetings. As for their opinions; solicit their impressions; etc. Give positive feedback whenever possible. Utilize ad hoc committees to get as many people as possible participating in the organization.

Response 3 – *Are officers or members calling unnecessary meetings?* One meeting with several important topics to be discussed is preferable to several meetings with no important agenda items; people don't like to feel as though they are wasting their time.

Response 4 – *Do officers and/or members feel scared or inadequate?* A member may skip a meeting; some may be afraid to speak up and reveal what is happening. The advisor should show his/her officers and members that she/he has confidence in them by encouraging them to participate and discuss their feelings, impressions, opinions, etc. The advisor should create an atmosphere of constructive criticism rather put-downs.

Response 5 – *Do the executive officers keep the members' attention during meetings?* Do they keep a steady pace? Do they know what they are talking about? Have they framed the issues clearly in their own minds? Have they established a logical order for the agenda? Have they thought about the possible questions, alternatives, and solutions in advance?

### **Low Morale:**

Situation – Morale among members and even officers is low.

Response – *Research has found that a group which has many diverse opportunities for participation has a higher morale than a group with limited opportunity for participation.* Given this information, the advisor (working through the organization's officers) should try to get all members (not just those in leadership positions) actively involved. The group could use ad hoc committees and special interest groups to create diversity of opportunity. In addition, the advisor and officers should look for important issues, activities, etc., which concern a majority of students. A common aim creates high morale.

### **Lack of Follow-Through:**

Situation – Everything gets referred to a committee.

Response – *Before referring an item to a committee, or even creating a committee, the group (with the help of the advisor) should consider the following questions:* Does the organization need investigation into this situation, problem, project, etc., before action can be taken on it? How time consuming will it be to discuss the situation in the total group? Is this a good opportunity to get otherwise uninterested students involved?

### **Domination of Meeting:**

Situation – Officers (or a certain group of vocal people) dominate meetings.

Response – *The advisor should impress upon the group the benefits of hearing from as many people as possible.* The President (or the advisor) should single out people who are trying to speak but who have been unable to do so because of the constant dialogue of the few.

### **How and Why to Delegate Responsibility:**

Situation – The officers either try to do everything themselves, or they inappropriately delegate tasks.

Response 1 – *Why delegate?* Delegating allows for more participation and divides up the workload.

Response 2 – *Wouldn't it be easier to do the work yourself?* While it might be quicker (and the work will be done to your satisfaction) others will have no sense of involvement in the project and will likely be apathetic.

Response 3 – *When do you delegate responsibility?* Where there is a lot of work. When you feel that someone else has particular qualifications that would suit the task. When someone expresses interest in the task. When you think a particular person might benefit from the responsibility.

Response 4 – *When do you not delegate responsibility?* When things are your specified responsibility. When the tasks to be done are things you would not be willing to do yourself. When the person does not have the capabilities necessary to handle the task.

Response 5 – *What are methods of delegating?* Ask for volunteers. Select volunteers. Assign tasks.

Response 6 – *What happens after the work has been distributed?* *The delegator should do the following:* coordinate and communicate with those who have tasks; set up expectations and deadlines with the people who are involved; make resources available to people doing various tasks; set up a system of priorities to get things done; help with work but do not take over; remember to be concerned and tactful; if things aren't getting done, find out why and act on it; and reward progress and completion of tasks.

\*\*From Hall/Council Advisor Starter Kit, Department of Housing, The University of Georgia.

### **30 REMINDERS FOR EFFECTIVE ADVISING**

1. Care about the students you advise by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open professional relationship.
3. Show interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about students that you advise.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to the college/university student handbook and your Advisor's Manual.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Don't refer too hastily; but don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Contact students you advise frequently; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on students' strengths and potential rather than limitations.
15. Seek out students you advise in informal settings.
16. Monitor students' progress toward educational goals.
17. Determine reasons for poor academic performance and direct students to support services.
18. Be realistic with the students you advise.
19. Use all available information sources.
20. Clearly and professionally outline students' responsibilities.
21. Follow up on commitments made to the students you advise.
22. Encourage students to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of faculty or staff to students.
26. Be knowledgeable about career opportunities and job outlook for various majors.

27. Encourage students to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize students' questions: are they seeking action, information, or involvement and understanding?
30. Be yourself and allow students to be themselves.

\*\*From Advisor Manual, Office of Student Activities and Leadership, University of Michigan

### **THE DO'S AND DON'TS OF ADVISING**

- √ Do serve as a resource to the club/organization.
  - √ Do interpret and clarify university policy and procedure.
  - √ Do suggest program ideas.
  - √ Do serve as a personal role model.
  - √ Do advise officers in decision-making matters.
  - √ Do provide historical continuity for the club/organization.
  - √ Do act consistent with what you say.
  - √ Do allow the group to succeed.
  - √ Do allow the group to fail.
  - √ Do teach leadership.
  - √ Do keep your sense of humor.
- 
- × Don't control the club/organization.
  - × Don't run the club/organization meetings.
  - × Don't have veto power over decisions.
  - × Don't be the sole recruiter for new members.
  - × Don't know it all.
  - × Don't say, "I told you so."
  - × Don't break promises.
  - × Don't take ownership/take over the club/organization.
  - × Don't be the leader.

\*\*From the Student Organization Advisor Handbook, Office of Student Organizations, University of South Florida